



## **Civic Culture in Hong Kong and Singapore: Comparing Two Cities' High School Teaching Materials**

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Apr 1, 2015

# Inspiration

- The Umbrella Movement happened in Hong Kong 2014 was claimed to be seen as a result of Hong Kong's education by some pro-china law-makers and supporter, without any academic research.
- 議員倡改為選修科. 2014, 11-25 ; 建制派曾倡去政治化, 2014, 11-25) 。  
言論激起社會辯論 (余錦賢 (2014, 12-15) ; 方景樂. (2014, 11-28) ; 余若薇. (2014, 10-30) ; 林佩儀. (2014, 12-13) ; 許振隆. (2014, 11-28) 呂少群 . (2014, 11-18) ) .



# Phenomena

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- The relationship between Umbrella Movement and the local curriculum has not yet been proved and is hard to prove. Yet, the discussion has stirred up curiosity of the community and author upon the education and Hong Kong's political socialization, as well as the civic culture.
- Just 2,600 kilometres away, Hong Kong is of similar level with Singapore in terms of economic scale, human development standard, and democratic level (Table 1). However, there are relatively fewer civil movements observed in Singapore.

|                           | Hong Kong          | Singapore      |
|---------------------------|--------------------|----------------|
| Human Development Index   | 0.891              | 0.901          |
| GDP per capita (PPP)      | INT\$ 52,984       | INT\$ 78,762   |
| Index of Freedom          | Partly Free        | Partly Free    |
| Democratic Index          | Flawed Democracies | Hybrid Regimes |
| Index of Economic Freedom | Free               | Free           |

Table 1: Comparison between major development levels of Hong Kong and Singapore

# Phenomena

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- Of course, there are other reasons, such as strong/weak government leadership, variation in prosecution on libel, different leading party, different event conditions.
- Even in the two major assemblies in 2013 – Anti-Out-coming Labour issue and Opposing Registration of Blogger “FreeMyInternet” Assembly, protest organizers still held the claim to have dialogue with the ruling People’s Action Party (PAP), and expected the ruling party to improve the governance. (Fung, Personal Interview, June 11, 2013).
- Civic Society/ Protest-participants’ choice

Table 1: Comparison between major development levels of Hong Kong and Singapore

# Suggested Reason

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- It is suggested a Civic Culture could be one of reasons.
- Under the situation of similar basic development level but diverse civic culture, author tries to study the two cities' civic culture by investigating their respective civic education curriculum.

# Research Areas and Research Questions

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- The research is based on the comparative education model of Bray & Thomas (Bray & Thomas, 1995), and is a **locational** comparison.
- Although Hong Kong Special Administrative Region is part of People's Republic of China, under the framework of Basic Law and “One Country, Two Systems”, Hong Kong SARG is empowered and entitled to “formulate policies on the development and improvement of education on its own” (Basic Law, 1990, s136). With the Article 22 of Basic Law, policies from The Ministry of Education of PRC are also not applicable in Hong Kong's educational affairs. Hence, the comparative education of Hong Kong and Singapore can reasonably be understood as a same-level locational comparison.

# Research Area - Liberal Studies vs. Social Studies

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- In this research, author mainly focuses on the comparison of two cities' high school civil education teaching materials, namely the Liberal Studies subject in Hong Kong, and the Social Studies subject in Singapore. The two subjects are required subjects in their high school curriculum, and high school in the two cities are also mandatory. In the comparative education model of Bray & Thomas, the non-geographical factor of the research is the key stage, and the target of comparison is the teaching materials. What is more, the learning objectives of the two subjects are also cultivating civic qualities, national identities, and responding to global challenges.

|                                          | <b>Liberal Studies in Hong Kong</b>                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Social Studies in Singapore</b>                                                                                                                                                                                                                                        |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key Stage</b>                         | Senior Secondary School                                                                                                                                                                                                                                                                                                                                                                                                                                       | Senior Secondary School                                                                                                                                                                                                                                                   |
| <b>Learning Requirement</b>              | Required subject, public assessment                                                                                                                                                                                                                                                                                                                                                                                                                           | Required subject, public assessment                                                                                                                                                                                                                                       |
| <b>Civic Part of Learning Objectives</b> | Out of the 4 goals of Liberal Studies, there are two of them related to civic and political socialization, including “acquire a broad knowledge base, and be able to understand contemporary issues that may affect their daily life at personal, community, national and global levels” and “be an informed and responsible citizen with a sense of global and national identity” (Liberal Studies Curriculum and Assessment Guide (Secondary 4 - 6), 2014). | Social Studies (GCE Normal Academic Level) Volume 3, 4, 5, textbooks and activity packs, 2013 version, published by Marshall Cavendish Education.<br><br>The series of textbooks published by Marshall Cavendish Education are the official textbooks and activity packs. |
| <b>Teaching Materials</b>                | No official teaching materials. Since no assigned teaching materials, current teaching materials on market do not need to be examined and approved by the Education Bureau.                                                                                                                                                                                                                                                                                   | Official teaching materials.                                                                                                                                                                                                                                              |

Table 2: Liberal Studies in Hong Kong and Social Studies in Singapore

|                  | Liberal Studies in Hong Kong                                                                                                                                                                                                                                                                                                                                     | Social Studies in Singapore                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In This Research | Chosen the more popular “朗文新高中通識教育 (綜合版)” series of teaching materials and its activity packs, including Personal Development and Interpersonal Relationships (2012 Version); Hong Kong Today (2013 Version); Modern China (2011 Version); Globalization (2012 Version); Public Health (2012 Version); and Energy Technology and the Environment (2011 Version). | It is written in the Philosophy of Social Studies in the Secondary Social Studies Syllabus that “At the heart of the Singapore Social Studies (SS) curriculum is preparing students to be citizens of tomorrow...therefore envisions SS students as informed, concerned and participative citizens, competent in decision-making with an impassioned spirit to contribute responsibly to the world they live in.” (Ministry of Education , 2014) |

Table 2: Liberal Studies in Hong Kong and Social Studies in Singapore

# Research Questions

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- Under the framework of Almond & Verba (1989), with the Content Analysis and Textual Analysis, by comparing the two cities' high school curriculum materials, author tries to understand the following three questions:
  - How is civic culture being reflected from the two cities' curriculum, under the framework of Almond & Verba (1989)?
  - What is the **difference in civic culture can be observed** by undergoing textual analysis of the two cities' curriculum?
  - With the above analysis, **what civic culture is shaped and cultivated by curriculum materials?**
- Then, we can begin our discussion on the different protest outcome.

# Liberal Studies in Hong Kong – as the Function of Civic Education

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- The Liberal Studies subject consists of 3 areas of study, including “Self and Personal Development”, “Society and Culture”, and “Science, Technology and the Environment”. There are six modules with six goals, including (Liberal Studies Curriculum and Assessment Guide (Secondary 4 - 6), 2014):
- to enhance students’ understanding of themselves, their society, their nation, the human world and the physical environment;
- to enable students to develop multiple perspectives on perennial and contemporary issues in different contexts (e.g. cultural, social, economic, political and technological contexts);
- to help students become independent thinkers so that they can construct knowledge appropriate to changing personal and social circumstances;
- to develop in students a range of skills for life-long learning, including critical thinking skills, creativity, problem-solving skills, communication skills and information technology skills;

# Liberal Studies in Hong Kong – as the Function of Civic Education

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- to help students appreciate and respect diversity in cultures and views in a pluralistic society and handle conflicting values; and
- to help students develop positive values and attitude towards life, so that they can become informed and responsible citizens of society, the country and the world.

| Areas of Study                                                                                                                                                                         | Independent Enquiry Study (IES)                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Self &amp; Personal Development</b> <ul style="list-style-type: none"><li>• Module 1: Personal Development &amp; Interpersonal Relationships</li></ul>                              | Students are required to conduct an IES making use of the knowledge and perspectives gained from the three Areas of Study and extending them to new issues or contexts. To help students develop their IES titles, the following themes are suggested: <ul style="list-style-type: none"><li>• Media</li><li>• Education</li><li>• Religion</li><li>• Sports</li><li>• Art</li><li>• Information and Communication Technology (ICT)</li></ul> |
| <b>Society &amp; Culture</b> <ul style="list-style-type: none"><li>• Module 2: Hong Kong Today</li><li>• Module 3: Modern China</li><li>• Module 4: Globalization</li></ul>            |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Science, Technology &amp; the Environment</b> <ul style="list-style-type: none"><li>• Module 5: Public Health</li><li>• Module 6: Energy Technology &amp; the Environment</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                               |

Table 3: Curriculum Framework for Liberal Studies (Liberal Studies Curriculum and Assessment Guide (Secondary 4 - 6), 2014)

# Liberal Studies in Hong Kong – as the Function of Civic Education

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- In 2005, the Education Bureau implemented “The New Academic Structure for Senior Secondary Education and Higher Education - Action Plan for Investing in the Future of Hong Kong”, proposed that students must take four core subjects in NSS, including Chinese Language, English Language, Mathematics, and Liberal Studies. Regarding the value education in Liberal Studies, the document pointed out that the liberal core values are civic responsibility, sense of national identity etc (The New Academic Structure for Senior Secondary Education and Higher Education - Action Plan for Investing in the Future of Hong Kong, 2005, 4.34). **Apart from the cultivation on national identity and civic values, one of the functions of Liberal Studies subject is “to make connections among different disciplines, examine issues from a variety of perspectives” (Liberal Studies Curriculum and Assessment Guide (Secondary 4 - 6), 2014).**

# Liberal Studies in Hong Kong – as the Function of Civic Education

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- Regarding this connection purpose, W. K. Tsang, , quoted the opinions from Harvard experts towards the civic education function of liberal studies. The Harvard report was published at 1940's, which is a highly specialized generation in industrial and service industry. "Specialism enhances the centrifugal forces in society. The business of providing for the needs of society breeds a great diversity of special occupations; and a given specialist does not speak the language of the other specialists. In order to discharge his duties as a citizen adequately, a person must somehow be able to grasp the complexities of life as a whole." (Harvard Committee, 1945, P.54).

# Liberal Studies in Hong Kong – as the Function of Civic Education

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- Tsang agreed and proposed Liberal Studies subject to cultivate “Moral-Self 道德自我” and “Civil-Self 公民自我” (Tsang WK, 2011, P.301). The two “selves” are also emphasized in the final version of curriculum guideline. For instance, the Module 1 “Personal Development and Interpersonal Relationships” discusses the community affairs topics, as well as puts “appreciating the importance of community involvement” as one of the area objectives. Therefore in the discussion of both curriculum documents and curriculum design, the civic educational function of Liberal Studies subject is undeniable.

# Why not using MCNE?

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- As a matter of fact, there is Moral, Civic and National Education subject (MCNE) in Hong Kong, cultivating positive values and national identity, and is supposed to be comparable to the curriculum of Singapore. Yet, MCNE is not an official subject. It has guideline but no formal lessons and public assessment. The assessment conducted in school can hardly affect students' academic and career prospects. Hence, the motivation of teaching and learning is lower than the Liberal Studies subject. MCNE only occupies 5% of lesson hours of 3-year NSS (The Revised Moral and Civic Education Curriculum Framework. 2008, April), and there is also a lack of widely-accepted teaching materials covering all curriculum areas. Therefore author believes that the Liberal Studies subject plays a more stable and prominent role in the function of civic education. It also explains the choice to Liberal Studies as target of comparison, but not MCNE.

# Why not using MCNE?

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|                    | Liberal Studies                                                                                                   | Moral, Civic and National Education                                                                         |
|--------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Curriculum         | Official and Required subject                                                                                     | Non-official subject                                                                                        |
| Lesson Hour        | Not less than 10%                                                                                                 | 5%                                                                                                          |
| Teaching Materials | No official teaching materials. Popular teaching materials and activity packs covering curriculum area available. | No official teaching materials. teaching materials and activity packs covering curriculum area not popular. |
| Assessment         | HKDSE                                                                                                             | No public assessment                                                                                        |

able 4: Hong Kong Liberal Studies and Moral, Civic and National Education

# Research Review and Gap on Hong Kong Civic Education Teaching Materials

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- In colonial times, civic rights had never been completely developed in Hong Kong. The three civic elements (Law, politics, society) also did not grow well respectively (Tsang, 1998). Starting from the mid-1980's, the Hong Kong political reform and the signature of the "Sino-British Joint Declaration" aroused public awareness towards civic education. In light of this, government announced Civic Education Guideline in 1985 and 1996 to put Civic Education into major social subjects through educational reform and curriculum amendments (Bray & Lees, 1993). Yet, the civic education in colonial period practiced "Detached Subject Education", which is to cultivate students being estranged from local nation communities and national public authorities, to incompletely cultivate as a subject-inclined citizen (Tsang WK, 2011). Such civic education did not inspire personal development and civic society.

# Research Review and Gap on Hong Kong Civic Education Teaching Materials

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- Looking back to the past researches, those concerning Hong Kong civic education between 1985 and 2013 can be divided into three tiers: 1) Transitional period research, 2) Policy and student civic quality effectiveness research, and 3) School and curriculum research.
  - For transitional research, it discussed mainly the transition of civic education brought by colonization and post-colonization, the concerns to colonial government on the understanding of civic education, and the prospects of civic education in the SAR (Tsang, 2006; 張文光, 1994, 4月23日; 曾榮光, 1985, 12月; 黃顯華, 1993; 楊耀忠, 1993; Tse, 2000, 2004).

# Research Review and Gap on Hong Kong Civic Education Teaching Materials

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- For policy and student civic quality effectiveness research, it discussed the effectiveness of civic educational policies and civic education of Hong Kong, through comparative research, interviews, and policy document reviews (Kennedy, 2012, 2010 ; Fairbrother , 2006a, 2006b, 2008, 2010 ; Lee, 2007 ; Leung & Ngai, 2011 ; Yuen, 2013 ; Leung & Ng, 2014 ; Leung & Print, 2002 ; 謝均才, 1997).
- For school and curriculum research, it started to correlate civic education with the actual implementation in schools, curriculum issues, and teaching and learning problems (Lee & Kennedy, 2013 ; Kennedy, Mok & Wong, 2011 ; Kennedy, Lee & Grossman, 2010 ; Kennedy, 2009 ; Fairbrother & Kennedy, 2011 ; Leung & Yuen, 2009, 2012 ; Yuen & Leung, 2009 ; Leung, 2006 ; Yeun & Bryam, 2007 ; Tse, 2000).

# Research Review and Gap on Hong Kong Civic Education Teaching Materials

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- In conclusion, after the establishment of HKSARG, local civic educational research has mainly focused on policy and student civic quality effectiveness research, as well as school and curriculum research. The former tends to evaluate the learning outcomes, while the latter tends more to research from the role of schools and teachers, but not on teaching materials. Also, the above comparative researches tend more to target on western developed countries such as US or those in Europe. Taiwan is also a case in point. The aim of comparison is also primarily focused on that of educational policies and learning effectiveness

# Social Studies in Singapore --- as the Function of Civic Education

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- The Social Studies was introduced in late 1981. According to the syllabus information from the Ministry of Education, the primary school curriculum aims to concern about the environment and protect traditions, and the secondary school curriculum aim is to cultivate students to be future citizens.
- The curriculum is perceived by the country's leader and scholars as the key of nation building and effective citizenship development (Lee, 1997; Sim & Adler, 2004). The long ruling party in Singapore, People's Action Party (PAP), is holding high expectation for the syllabus to facilitate the nation building.
- In the 5-year planning of the initial ruling of PAP, it believed that there is a lack of stable and integrated society in Singapore. The consciousness and aspirations in Singapore are even more diverse to those populated countries. The PAP anticipated that teachers can shape children of a generation to be of a national pattern (People's Action Party 1959: 4-5). Seeing the challenges, scholars believe that the crux of Singaporean civic education is to give rise to the sense of pride and loyalty to Singapore (Adler and Sim 2005:3).

# Social Studies in Singapore --- as the Function of Civic Education

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- Social Studies subject pragmatically responded the six messages about National Education raised by the Ministry of Education in 1997, and became the medium of the messages (Nichol & Sim, 2007). The six messages are:
  - Singapore is our homeland; this is where we belong. We want to keep our heritage and our way of life.
  - We must preserve racial and religious harmony. Though many races, religions, languages and cultures, we pursue one destiny.
  - We must uphold meritocracy and incorruptibility. This means opportunity for all, according to their ability and effort.
  - No one owes Singapore a living. We must find our own way to survive and prosper.
  - We must ourselves defend Singapore. No one else is responsible for our security and well-being.
  - We have confidence in our future. United, determined and well-prepared, we shall build a bright future for ourselves.

# Social Studies in Singapore --- as the Function of Civic Education

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- As the fundamental of civic education and the first step in implementing national education, the Social Studies subject in Singapore is rationally designed as a required subject in high school, with public assessment and official teaching materials. According to the curriculum assessment document, the syllabus is organized around two core ideas: “Being Rooted”, and “Living Global”, aiming at developing students as well-informed and responsible citizens with a sense of national identity and a global perspective. The aims of the syllabus are to enable students to:
- understand issues that affect the socio-economic development, the governance and the future of Singapore,
- learn from the experiences of other countries to build and sustain a politically viable, socially cohesive and economically vibrant Singapore,
- develop thinking and process skills which are essential for lifelong and independent learning,
- have a deep sense of shared destiny and national identity,
- develop into citizens who have empathy towards others and will participate responsibly and sensibly in a multi-ethnic, multi-cultural and multi-religious society, and
- develop into responsible citizens with a global perspective.
- The Social Studies syllabus is divided into three major areas: “Knowledge and Understanding”, “Skills and Processes”, and “Values and Attitudes”, with altogether six modules

# Social Studies in Singapore --- as the Function of Civic Education

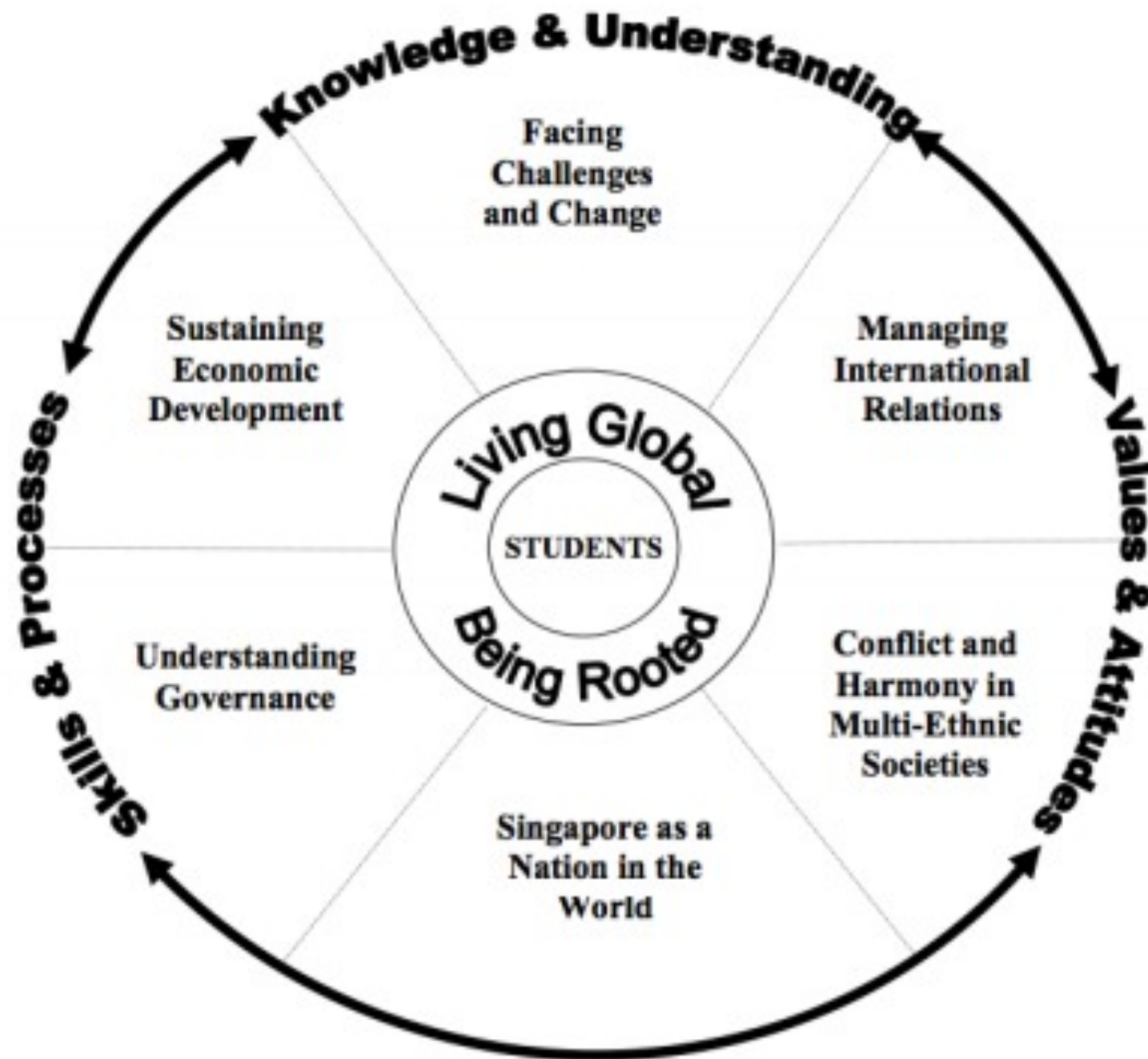


Table 5: Conceptual Framework of the Upper Secondary GCE Normal (Academic)-Level Social Studies Syllabus (Combined Humanities GCE Normal (Academic) Level (Syllabus 2194), 2014)

# Civic Culture and Education and Research Method

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- In “Political Socialization”, Dawson & Prewitt proposed that one of the most direct ways of political socialization is political education. In the classic piece of work “The Civic Culture” (1963), Almond & Verba analyzed the political attitude of the United Kingdom, the United States, Germany, Italy, and Mexico. They proposed that education can bring prominent democratic effects to political attitude, and is determining when compared to other factors (Almond & Verba, 1963, p. 69-75).
- They believed that students can learn, directly and indirectly, the required skills and standards on politics by the school subject learning. In public education, students can place themselves in communities with similar education level (Almond & Verba, 1963, p.316).

# Civic Culture and Education and Research Method

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- Thirty years after the publication of “The Civic Culture”, Laitin wrote “The Civic Culture at 30” on the evolution of civic cultural trend (1995). In the text, Laitin summarized the criticisms and amendments from Almond & Verba, and Wilson, Kornberg & Clark, plus Putnam’s Neo-Institutionalism in shortening the importance of culture in democratic politics. Yet, Laitin did not deny the framework set by Almond & Verba in civic culture analysis, but appreciated their contribution to the comparative research. Laitin believed that “The Civic Culture” is the first experimental research by comparative research on this research aspect, and it provides index standards and statistical data to the arguments (Laitin, 1995).

# Civic Culture and Education and Research Method

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- This research is with reference to Almond & Verba (1963) and Farren's Evolution (1990) as the framework of content analysis. Almond & Verda suggested that civic culture can be analyzed in two dimension.
  - The first dimension is political culture, which is the norms, beliefs, and values in political systems. It can be divided as "System as general objects", "Input objects", "Output objects", and "Self as objects". Subject to different level of importance to the above four systems, the political culture can be further summarized as "Parochial", "Subject", and "Participant".

# Civic Culture and Education and Research Method

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- The second dimension is the consistence of political culture and political systems. Farren interpreted this dimension as the domains of connection of both, including cognitive domain, affective domain, and political activities/behavioural domain. Each domain can be sub-divided. Cognitive domain is divided into cognition of facts and contracts, cognition of selections and theories, cognition of methods, analytical skills, theoretical application skills, and information integration skills. Affective domain is divided into receptivity, responsiveness, valuation, conceptualization, and value orientation. Political activities/behavioural domain is divided into currently participating proof, possible solution proof, future possible solution proof, cognitive and affective ability, and hidden and public activities.

# Civic Culture and Education and Research Method

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|                                             | System as general objects | Input objects | Output objects | Self as objects |
|---------------------------------------------|---------------------------|---------------|----------------|-----------------|
| Cognitive domain                            |                           |               |                |                 |
| Affective domain                            |                           |               |                |                 |
| Political activities/<br>behavioural domain |                           |               |                |                 |

Table 6: Almond & Verba’s Framework and Farren’s Evolution

# Content Analysis --- Integrated Comparison of Liberal Studies and Social Studies

- The content analysis has unveiled that, generally, there is a difference in political culture reflected by Liberal Studies and Social Studies. The major theme of the entire syllabus is the entire political system and other information such as global issues and energy problems, which account for about 60% of the topics of the entire teaching materials (LS: 0.65; SS: 0.60).

|                                                       |                                                | Hong Kong Liberal Studies | Singapore Social Studies |
|-------------------------------------------------------|------------------------------------------------|---------------------------|--------------------------|
| <b>Political Culture (Total: 1.00)</b>                | <b>System as General Object</b>                | 0.29                      | 0.22                     |
|                                                       | <b>Input Objects</b>                           | 0.11                      | 0.03                     |
|                                                       | <b>Out Objects</b>                             | 0.15                      | 0.19                     |
|                                                       | <b>Self as Objects</b>                         | 0.09                      | 0.07                     |
|                                                       | <b>Others</b>                                  | 0.36                      | 0.38                     |
| <b>Connection of Culture and System (Total: 1.00)</b> | <b>Cognitive Domain</b>                        | 0.73                      | 0.63                     |
|                                                       | <b>Affective Domain</b>                        | 0.15                      | 0.30                     |
|                                                       | <b>Political Activities/ Behavioral Domain</b> | 0.12                      | 0.06                     |

# Content Analysis --- Integrated Comparison of Liberal Studies and Social Studies

- The more distinctive difference is that the Liberal Studies in Hong Kong includes more input and self as objects with 0.11 and 0.09 respectively, which is higher than the 0.03 and 0.07 respectively in the Social Studies in Singapore.
- It reflects that in terms of political culture, Liberal Studies in Hong Kong demonstrates a more participant culture, which the Social Studies in Singapore tends more to be a subjective culture.

|                                                |                                         | Hong Kong Liberal Studies | Singapore Social Studies |
|------------------------------------------------|-----------------------------------------|---------------------------|--------------------------|
| Political Culture (Total: 1.00)                | System as General Object                | 0.29                      | 0.22                     |
|                                                | Input Objects                           | 0.11                      | 0.03                     |
|                                                | Out Objects                             | 0.15                      | 0.19                     |
|                                                | Self as Objects                         | 0.09                      | 0.07                     |
|                                                | Others                                  | 0.36                      | 0.38                     |
| Connection of Culture and System (Total: 1.00) | Cognitive Domain                        | 0.73                      | 0.63                     |
|                                                | Affective Domain                        | 0.15                      | 0.30                     |
|                                                | Political Activities/ Behavioral Domain | 0.12                      | 0.06                     |

# Content Analysis --- Integrated Comparison of Liberal Studies and Social Studies

- Since both curriculums contain about 40% of non-political systems as objects, the political culture reflected in the two cities' curriculums can hardly be described as parochial.

|                                                       |                                                | Hong Kong Liberal Studies | Singapore Social Studies |
|-------------------------------------------------------|------------------------------------------------|---------------------------|--------------------------|
| <b>Political Culture (Total: 1.00)</b>                | <b>System as General Object</b>                | <b>0.29</b>               | <b>0.22</b>              |
|                                                       | <b>Input Objects</b>                           | 0.11                      | 0.03                     |
|                                                       | <b>Out Objects</b>                             | 0.15                      | 0.19                     |
|                                                       | <b>Self as Objects</b>                         | 0.09                      | 0.07                     |
|                                                       | <b>Others</b>                                  | 0.36                      | 0.38                     |
| <b>Connection of Culture and System (Total: 1.00)</b> | <b>Cognitive Domain</b>                        | 0.73                      | 0.63                     |
|                                                       | <b>Affective Domain</b>                        | 0.15                      | 0.30                     |
|                                                       | <b>Political Activities/ Behavioral Domain</b> | 0.12                      | 0.06                     |

# Content Analysis – Comparing Social Studies and “Self and Personal Development”, “Society and Culture”, and “Science, Technology and the Environment”

- The Liberal Studies in Hong Kong is divided into three areas of study, including “Self and Personal Development”, “Society and Culture”, and “Science, Technology and the Environment”.
- In “Self and Personal Development” and “Science, Technology and the Environment”, the topics are mainly general knowledge, such as the changes in teenagers lifespan, reflection on relationships with others, as well as fossil fuels and the environment etc. These teaching materials are regarded as “others” in this research. After conducting content analysis in all areas of study, it is found that 60 to 70% of topics in “Self and Personal Development” and “Science, Technology and the Environment” are considered as the “others” category.

|                                               |                                            | Liberal<br>Studies<br>-SPD | Liberal<br>Studies<br>-SC | Liberal<br>Studies<br>-STE | Social<br>Studies<br>in<br>Singap<br>ore |
|-----------------------------------------------|--------------------------------------------|----------------------------|---------------------------|----------------------------|------------------------------------------|
| Political<br>Culture<br>(Total:<br>1.00)      | System as General<br>Object                | 0.00                       | 0.45                      | 0.08                       | 0.22                                     |
|                                               | Input Objects                              | 0.18                       | 0.15                      | 0.02                       | 0.03                                     |
|                                               | Out Objects                                | 0.03                       | 0.15                      | 0.22                       | 0.19                                     |
|                                               | Self as Objects                            | 0.09                       | 0.10                      | 0.05                       | 0.07                                     |
|                                               | Others                                     | 0.71                       | 0.15                      | 0.64                       | 0.38                                     |
| Connec<br>tion of<br>Culture<br>and<br>System | Cognitive Domain                           | 0.71                       | 0.68                      | 0.85                       | 0.63                                     |
|                                               | Affective Domain                           | 0.11                       | 0.20                      | 0.08                       | 0.30                                     |
|                                               | Political Activities/<br>Behavioral Domain | 0.17                       | 0.13                      | 0.08                       | 0.06                                     |

# Content Analysis – Comparing Social Studies and “Self and Personal Development”, “Society and Culture”, and “Science, Technology and the Environment”

- If we solely compare the topic ratio of “Society and Culture” of Liberal Studies in Hong Kong with the Social Studies in Singapore, Liberal Studies shoes a more prominent participant civic culture. With “input as objects” and “Self as objects”, it accounts for 0.25 out of all topics, which more than twice of the same topic in Social Studies of Singapore (0.10).
- In the connection of culture and system, merely in “Society and Culture” area, Liberal Studies often uses cognitive ways to connect, which accounts for 0.20 out of all topics and is higher than the average of 0.15. Meanwhile, topics of “Political Activities/ Behavioral Connection” account for 0.13 out of all topics, which is about the same as the average of 0.12.

|                                               |                                            | Liberal<br>Studies<br>-SPD | Liberal<br>Studies<br>-SC | Liberal<br>Studies<br>-STE | Social<br>Studies<br>in<br>Singap<br>ore |
|-----------------------------------------------|--------------------------------------------|----------------------------|---------------------------|----------------------------|------------------------------------------|
| Political<br>Culture<br>(Total:<br>1.00)      | System as General<br>Object                | 0.00                       | 0.45                      | 0.08                       | 0.22                                     |
|                                               | Input Objects                              | 0.18                       | 0.15                      | 0.02                       | 0.03                                     |
|                                               | Out Objects                                | 0.03                       | 0.15                      | 0.22                       | 0.19                                     |
|                                               | Self as Objects                            | 0.09                       | 0.10                      | 0.05                       | 0.07                                     |
|                                               | Others                                     | 0.71                       | 0.15                      | 0.64                       | 0.38                                     |
| Connec<br>tion of<br>Culture<br>and<br>System | Cognitive Domain                           | 0.71                       | 0.68                      | 0.85                       | 0.63                                     |
|                                               | Affective Domain                           | 0.11                       | 0.20                      | 0.08                       | 0.30                                     |
|                                               | Political Activities/<br>Behavioral Domain | 0.17                       | 0.13                      | 0.08                       | 0.06                                     |

# Content Analysis – Comparing Social Studies with “Modern China”, “Hong Kong Today”, and “Globalization”

- As explained in the research background that Hong Kong as an independent educational series can be compared with that of Singapore at the same level. However, Hong Kong is all along a local region without country-level government hierarchy. Hence, there are differences in dealing with the two modules of “Modern China” and “Hong Kong Today” in Liberal Studies.

|                                   |                                          | Liberal Studies-MC | Liberal Studies-HKT | Liberal Studies-G | Social Studies in Singapore |
|-----------------------------------|------------------------------------------|--------------------|---------------------|-------------------|-----------------------------|
| Political Culture (Total: 1.00)   | System as General Object                 | 0.69               | 0.35                | 0.09              | 0.22                        |
|                                   | Input Objects                            | 0.03               | 0.32                | 0.00              | 0.03                        |
|                                   | Out Objects                              | 0.28               | 0.09                | 0.00              | 0.19                        |
|                                   | Self as Objects                          | 0.00               | 0.25                | 0.00              | 0.07                        |
|                                   | Others                                   | 0.00               | 0.00                | 0.91              | 0.38                        |
| Connec tion of Culture and System | Cognitive Domain                         | 0.76               | 0.53                | 0.83              | 0.63                        |
|                                   | Affective Domain                         | 0.24               | 0.19                | 0.13              | 0.30                        |
|                                   | Political Activities/ Behaviora l Domain | 0.00               | 0.28                | 0.04              | 0.06                        |

# Content Analysis – Comparing Social Studies with “Modern China”, “Hong Kong Today”, and “Globalization”

- In the area of study of “Modern China”, the frequency of “Input at objects” and “Self as objects” is very low. Also, that of “Output as objects” is 0.28. Yet, under the “One Country, Two Systems”, most of the national policies cannot be implemented in Hong Kong. Hence the above data overestimates the cultural influence of national output as objects”. All in all, the “Modern China” in Liberal Studies of Hong Kong is a parochial political culture.
- Solely analyzing “Hong Kong Today”, it shows a very distinctive “participant” civic culture, with “Input as objects” and “Self as objects” accounting for 0.55 of all topics.

|                                   |                                          | Liberal Studies-MC | Liberal Studies-HKT | Liberal Studies-G | Social Studies in Singapore |
|-----------------------------------|------------------------------------------|--------------------|---------------------|-------------------|-----------------------------|
| Political Culture (Total: 1.00)   | System as General Object                 | 0.69               | 0.35                | 0.09              | 0.22                        |
|                                   | Input Objects                            | 0.03               | 0.30                | 0.00              | 0.03                        |
|                                   | Out Objects                              | 0.28               | 0.09                | 0.00              | 0.19                        |
|                                   | Self as Objects                          | 0.00               | 0.25                | 0.00              | 0.07                        |
|                                   | Others                                   | 0.00               | 0.00                | 0.91              | 0.38                        |
| Connec tion of Culture and System | Cognitive Domain                         | 0.76               | 0.53                | 0.83              | 0.63                        |
|                                   | Affective Domain                         | 0.24               | 0.19                | 0.13              | 0.30                        |
|                                   | Political Activities/ Behaviora l Domain | 0.00               | 0.28                | 0.04              | 0.06                        |

# Textual Analysis – “Genuine Others” vs. “Pseudo-others”

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- The content analysis shows the difference in the objectivities of the two teaching materials. The two teaching materials are also compared with the same unit of calculation. Through content analysis, the research shows the difference of the two teaching materials apart from data. One of the issue that is difficult to reflect is the “Others” as objects. **In the dimension of political culture, topics with “Others as objects” in Liberal Studies of Hong Kong and Social Studies in Singapore are 0.36 and 0.38 respectively, which is numerically similar.**
- Under content analysis, such similarity in ratio does not entirely mean the same.

# Textual Analysis – “Genuine Others” vs. “Pseudo-others”

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- In the Liberal Studies of Hong Kong, the “Others” is mainly in response to other areas of study. For instance, there are knowledge of health and disease in Public Health Module, and global warming, energy crisis, and pollution issues in Energy Technology and the Environment Module. These “Others” topics shall achieve what Harvard experts hoped of “common communicating language” in the civic culture cultivation. It is useful in constructing a united civic culture, but the effect is not as direct as in Singapore.

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# Textual Analysis – “Genuine Others” vs. “Pseudo-others”

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- In the Social Studies of Singapore, the “Others” is intentionally selected and trimmed. Its topics of “Others” are mainly from the **Sri Lanka and Northern Ireland case** studies in Chapter 4 of Volume 3, **Iraq – Kuwait case** study and **terrorism case** study in Chapter 1 of Volume 4 and 5, and the **Venice case** study in Chapter 3 of Volume 4 and 5. The four case studies are respectively focused on one particular issue. Sri Lanka case study focuses on the **racial problems** of Tamils and Sinhalese, with detailed description of wars induced by racial conflicts and its consequences. The case study of Northern Ireland also focuses on **religious conflicts**. In the two case studies, they nominally describe “others” but not civic issues. **Yet the rationale behind is completely in line with one of the six messages of national education (1997) that “We must preserve racial and religious harmony. Though many races, religions, languages and cultures, we pursue one destiny.”**

# Textual Analysis – “Genuine Others” vs. “Pseudo-others”

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- The case study of **Iraq – Kuwait** and the terrorism case study came after the chapter of “Global Challenge” and “**National Defense and Diplomacy**”. Students are able to have a more profound understanding into global situation and diplomatic knowledge through the above two case studies. The last chapter discusses Venice in the 9th to 15th century. It first describes the small scale of the **city state of Venice** to contrast its significant economic and cultural influence. The material claims that the first reason behind the powerfulness of Venice is “**Leadership**”, followed by constitutional reform, and the stress on commercial, trading, and industrial development. The **purpose of using the 9th to 15th century Venice as an example is to enable students to make comparison with Singapore as a small country**, in order to line with the last statement in the six messages of national education (1997) that “**We have confidence in our future. United, determined and well-prepared, we shall build a bright future for ourselves**”. Hence, even the topics of “Others” in Singapore’s Social Studies account for 0.38, they are, in fact, in line with the entire curriculum.

# Textual Analysis – “Emphasizing Crisis” vs. “emphasizing Influence”

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- The second discovery in textual analysis, which is hardly to be reflected, is “crisis” and “influence”. **Under the framework of Almond & Verba and the evolution of Farren, they are regarded as the political culture of the same category.** Yet, the emotional effect brought by crisis is relatively stronger. In the teaching materials of Liberal Studies of Hong Kong, author has found that both “crisis” and “influence” exist in text, while the frequency of the latter is higher. For instance, “how different organizations and individuals respond to the problems brought by economic globalization”, “The problems of current consultation system in Hong Kong”, “The environmental problems in China” etc. **In Singapore’s Social Issues, there is a relatively lower appearance of neutrals terms such as “issue” or “case”. Instead, it repeatedly uses tendentious and stimulating terms such as “challenge”, “is needed”, and “impact”**

# Textual Analysis – “Policy Functions” vs. “Policy Restrictions”

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- In commenting policies, Almond & Verba would regard it as one of the **political cultures of “Output as objects”**. Yet the two subjects display diverse attitude in commenting policies. In the volume 3 of Social Studies, it spends some time to list two policies as case studies – population policy and medical policy. In population policy, it establishes aging population crisis and societal need, followed by quoting government policing objectives, considerations, and to encourage public participation. In medical policy discussion, it also first establishes the crisis of soaring medical expenditure, introduces the medical policing history, followed by government policies for discussion.

# Textual Analysis – “Policy Functions” vs. “Policy Restrictions”

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- There are also discussions on policies in Liberal Studies of Hong Kong. It covers a wide spectrum, from people’s livelihood, housing issues, to environmental, energy, public health policies etc. In the teaching materials, there are exercise tools outlining opinions and stances of different stakeholders, as well as objective data, for students to conduct their own analysis. In one of the volumes, there is an example with similar arrangement of Singapore’s Social Studies – maintaining and promoting challenges facing public health. The teaching material first illustrates how public health policies are established, and then discusses the difficulties encountered and relevant policies upon the increment of resource by the government. It further enables students to learn balancing individual rights and responsibilities. And it concludes in discussing restrictions and cooperation of the work of public health in a global perspective.

# Textual Analysis – “Policy Functions” vs. “Policy Restrictions”

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- Comparing the two subjects’ teaching materials, both handling policies, Social Studies relatively enables students to understand the government way of thinking, and start with the perspective of policy consideration. For Liberal Studies, it tends more to locate government policies in a relatively “detached” and “problem solving” scenario as consideration, which results in a weaker affection.
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# Textual analysis – “Participatory Governance” vs. “Public Response”

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- In Content Analysis, the Liberal Studies in Hong Kong uses more “Input as objects” and “Self as objects”, which account for 0.20 in total, and is higher than that of Singapore’s Social Studies of 0.10.
- Apart from the higher ratio, the participation in the Liberal Studies of Hong Kong is also different from that in Singapore. In the volume 3 of Social Studies, there is a topic of “**Governing Singapore**”, **explicitly discussing the role of Singaporeans in government ruling, and the strengthening on policy evaluation in the institution.** Other chapters also help thinking how Singapore can face the challenges from a government perspective, and enable students to experience the role of a government.
- The Liberal Studies not only discusses the expression of opinion and requests in the institution, but also covers how to give opinion when institution fails, such as protest and demonstration. **Mostly, it is putting students in the shoes’ of general public.**
- In policy discussion, students are required to give opinion from various stick-holders. There is also no any tool for guiding how to judge from the perspective of a policy maker.

# Conclusion

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- In response to the research question of “how is civic culture to be shaped and cultivated by curriculum materials”, author believes that civic culture is complex and multidimensional. It is difficult, if not impossible, to merely divide civic culture under parochial, subject, participant, cognitive, affective, political activities or behavioral aspects. What is more, there is no right or wrong, good or bad judgement of culture. Comparing the two subjects’ teaching materials, author believes that from the teaching materials show the civic culture of Hong Kong students tends more to be participant than that of Singaporean students.
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# Conclusion

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- In the Social Studies of Singapore, clear objectives and value judgements are observed, together with a highly-connected syllabus. The government and the Ministry of Education require a top-down cultivation of civic culture. Instead, the civic culture stemmed from Liberal Studies is tendentious but with diverse stances and attitudes, rich in knowledge and interdisciplinary. Government and the Education Bureau tend to take a bottom-top and interactive stance in the cultivation of civic culture. Though the Content Analysis shows that there is less affective connection in Liberal Studies teaching materials, the examples used are with many different values hidden, such as justice, fairness, and so on. If such value education is not taught as directly and explicitly as in Social Studies of Singapore, students' extent to assimilate and learning outcomes might not be controllable and assessable. In light of this, even the political and economic conditions of Hong Kong and Singapore are similar, the two cities' civic culture learnt from education are entirely different.